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ABSTRACT

Ohio's program standards for school foundation units for gifted children are presented in outline form. Areas covered (with sample rules in parentheses) include the following: general standards (elements of a written proposal to request approval from the Division of Special Education), student eligibility (the areas of giftedness included), student assessment and placement (criteria for acceptance into approved programs), comprehensive services to the educational program (options for gifted and talented programs), and program qualifications (coordinator and personnel qualifications). (SB)

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PROGRAM STANDARDS FOR SCHOOL FOUNDATION UNITS FOR GIFTED CHILDREN

Effective November 1, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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State of Ohio
Department of Education

Columbus, Ohio

1975

PROGRAM STANDARDS FOR SCHOOL FOUNDATION UNITS FOR GIFTED CHILDREN

Effective November 1, 1975

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EDb-215-16 PROGRAM STANDARDS FOR SCHOOL FOUNDATION UNITS FOR GIFTED CHILDREN (INTELLECTUALLY GIFTED AND TALENTED)

A. General

1. A school foundation unit for a coordinator of gifted and talented programs may be approved only within these standards.
2. A school foundation unit for instructional programs and services for gifted and talented children beyond those normally provided by the regular program may be approved only within these standards.
3. A school foundation unit may be approved outside these standards to evaluate new methodology and/or alternative procedures for educating gifted/talented children.
   a. A school district requesting approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementing the unit of service.
   b. The application shall include:

      Rationale for the experimental unit
      Assessment and placement procedures
      Projected staffing ratios
      Description of needed facilities
      List of materials and equipment
      List of measurable objectives at the administrative program, teacher and child levels
   c. An annual evaluation of the objectives shall be submitted by July 1st in accordance with a format provided by the Division of Special Education.

B. Eligibility

1. Any child who meets the following requirements shall be eligible for programs approved under this standard:
   a. Is of legal school age
   b. Shows evidence of:
      (1) functioning in the upper three percent of the student population, OR
      (2) functioning two standard deviations above the mean on objective test instruments, OR
      (3) having the potential of functioning within either of these groups.
   c. Evidence of special abilities to be determined by the use of multiple criteria including at least one item from each of the following categories:
      (1) *Nominations*

(a) Professional nominations obtained through the use of a checklist by teachers, counselors, psychologists and/or other staff as well as individuals in specific fields from the private sector.

(b) Parent, peer and/or self-nomination through the use of locally developed procedures and instrumentation.

(2) *Measures of Ability*

(a) Aptitude/creativity test instruments applicable to the type of program being developed.

(b) General ability inventories, utilized on a group or individual basis.

(c) Individual and/or group intelligence tests.

(3) *Performance and/or Interests*

(a) Standardized achievement test instruments applicable to the type of program being developed.

(b) Classroom performance based on cumulative record data.

(c) Normed or criterion-referenced interest inventories.

2. Areas of giftedness shall include the following:

a. Superior intellectual ability

b. Specific academic aptitude

c. Creative or productive thinking

d. Leadership ability

e. Visual and performing arts

f. Psychomotor ability.

C. Assessment and Placement

1. The school district shall have written criteria to determine eligibility for, and placement of, students in approved programs and services which shall include:

a. Standards adopted by the State Board of Education.

b. A process complying with State and Federal guidelines for informing the parent(s) or guardian(s) of the program prior to placement of any student in programs for gifted/talented children.

c. Priorities to establish selection of students on the basis of individual needs.

D. Comprehensive Services to the Educational Program

1. The coordinator of gifted and talented programs shall be assigned as a staff person and consultant in an advisory and leadership role.
   a. The primary responsibility of the coordinator of gifted and talented programs shall be the development of a comprehensive program which involves assessment procedures; individual diagnosis where appropriate; staff development programs for school and related personnel; strategies for classroom management; and instructional methodology designed to assist the school in determining appropriate educational alternatives for children.
   b. The primary function of the coordinator of gifted and talented programs shall be development of appropriate program planning for services for children, teachers, and parents, to include instructional programming focusing on strategies and activities which reflect one or more options.
2. The unit for instructional programs for gifted and talented children shall provide services beyond those normally provided by the regular program to include the following:
   a. *Process models*
      (1) Critical thinking
      (2) Problem solving/seeking
      (3) Creative thinking
      (4) Research skills
      (5) Scientific method.
   b. *Educational experiences*
      (1) Independent study and research
      (2) Mentorships, internships and other one-to-one exposure to experts in a given field
      (3) Integrated curricular experiences
      (4) Field trips
      (5) Contact with knowledgeable and recognized authorities
      (6) The formation of special seminars and discussion groups in areas of interest.
   c. *Contact Hours*
      (1) The unit for individual and group instructional purposes shall provide a minimum of 150 student contact hours per week in accordance with procedures developed by the school district.

3. Options for gifted and talented programs

   a. *Acceleration* -- a general approach which may lead to programs such as early entrance, telescoping at the elementary level, and individual advanced subject matter programs. Acceleration is an important aspect of meeting the needs of gifted and talented students in that it enables them to start professional careers early and thereby contribute their expertise for a longer period of time.

   b. *Grouping* – an administrative arrangement which may facilitate the implementation of various program models through the use of resource centers, special homogeneous classes, or separate schools. Grouping offers an effective tool for the efficient management of gifted programs and further offers these students the opportunity to be challenged and stimulated through true peer interaction.

   c. *Enrichment* – (within or beyond the regular classroom) a general approach which offers an expanded curriculum for the gifted which extends rather than replaces the general education program.

4. The local school district shall have on file policies concerning the program for gifted and talented children.

   a. The role and function of coordinators and instructional units for gifted and talented programs.

   b. School policies relating to assessment and placement policies for gifted and talented children.

   c. Differentiated referral and reporting procedures for gifted and talented programs.

5. Additional program options for gifted and talented children may be approved on the basis of guidelines adopted by the State Board of Education.

E. Qualifications

1. The coordinator of gifted and talented programs shall meet the following qualifications:

   a. Hold a valid teaching certificate

   b. Hold a Master's Degree

   c. Coursework in psychology and education of gifted

   d. Show evidence of a minimum of two (2) years successful teaching experience.

   Personnel for instructional unit for gifted and talented children shall meet the following qualifications:

2. a. Hold a valid teaching certificate

   b. Coursework in psychology and education of gifted

   c. Show evidence of a minimum of two (2) years successful teaching experience OR specific preparation as a teacher of the gifted, including student teaching with gifted children.